



Facilitating Family-School Partnerships: Engaging Immigrant and English Learner Families in their Children's Learning

June 29, 2017



Webinar Facilitators



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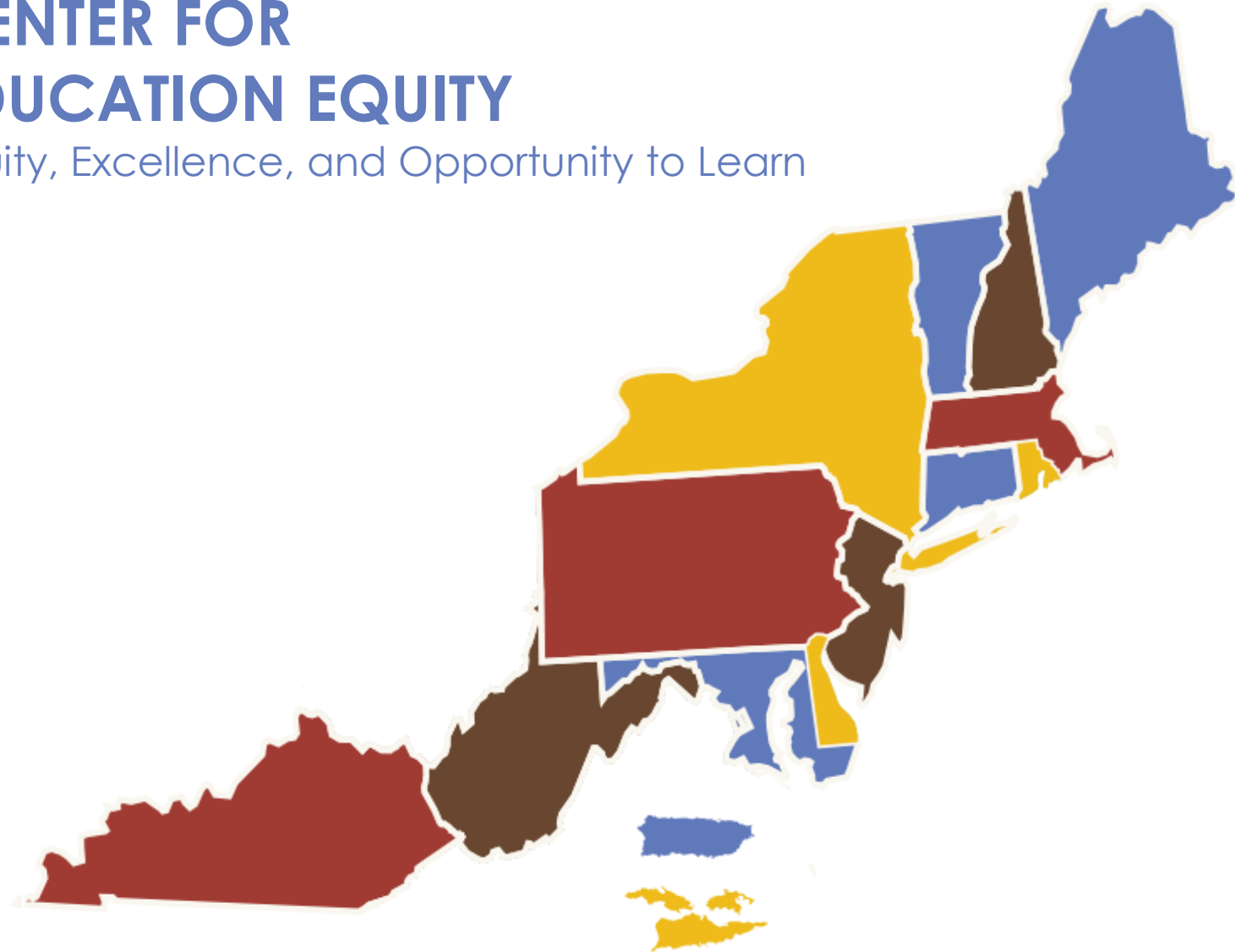
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CENTER FOR EDUCATION EQUITY at MAEC

CEE's goals are to:

- Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.
- Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Whom we serve:

- CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.



National Association for Family, School, and Community Engagement (NAFSCE)

MISSION

Advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

VISION

A world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT

Webinar Etiquette

- Use the **Q&A box** if you have any questions.
- Use the **comment box** to share your comments or to engage other participants during the webinar.
- Complete a **brief survey** after the webinar.

Overview and Objectives of Presentation

In this webinar participants will:

- Gain knowledge about the "Stages of Parent Involvement Framework" which provides educators with an understanding of the diverse needs of families of English Learners.
- Learn about specific engagement strategies that states, districts, and schools can use to effectively create family-school partnerships to improve student learning.
- Understand the advantages of, and gain skills, for partnering with immigrant, community-based, and family-led organizations to increase engagement in their children's learning.



Presenters



Young-Chan Han, *Family Involvement Specialist*
Division of Student, Family, and School Support,
Maryland State Department of Education



Jennifer Love, *Family Engagement Specialist*
Office of Interpreting and Translation/Office of
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Jeannette Mejias, *Family and Professional Partnership Strategist*
Statewide Parent Advocacy Network (SPAN)

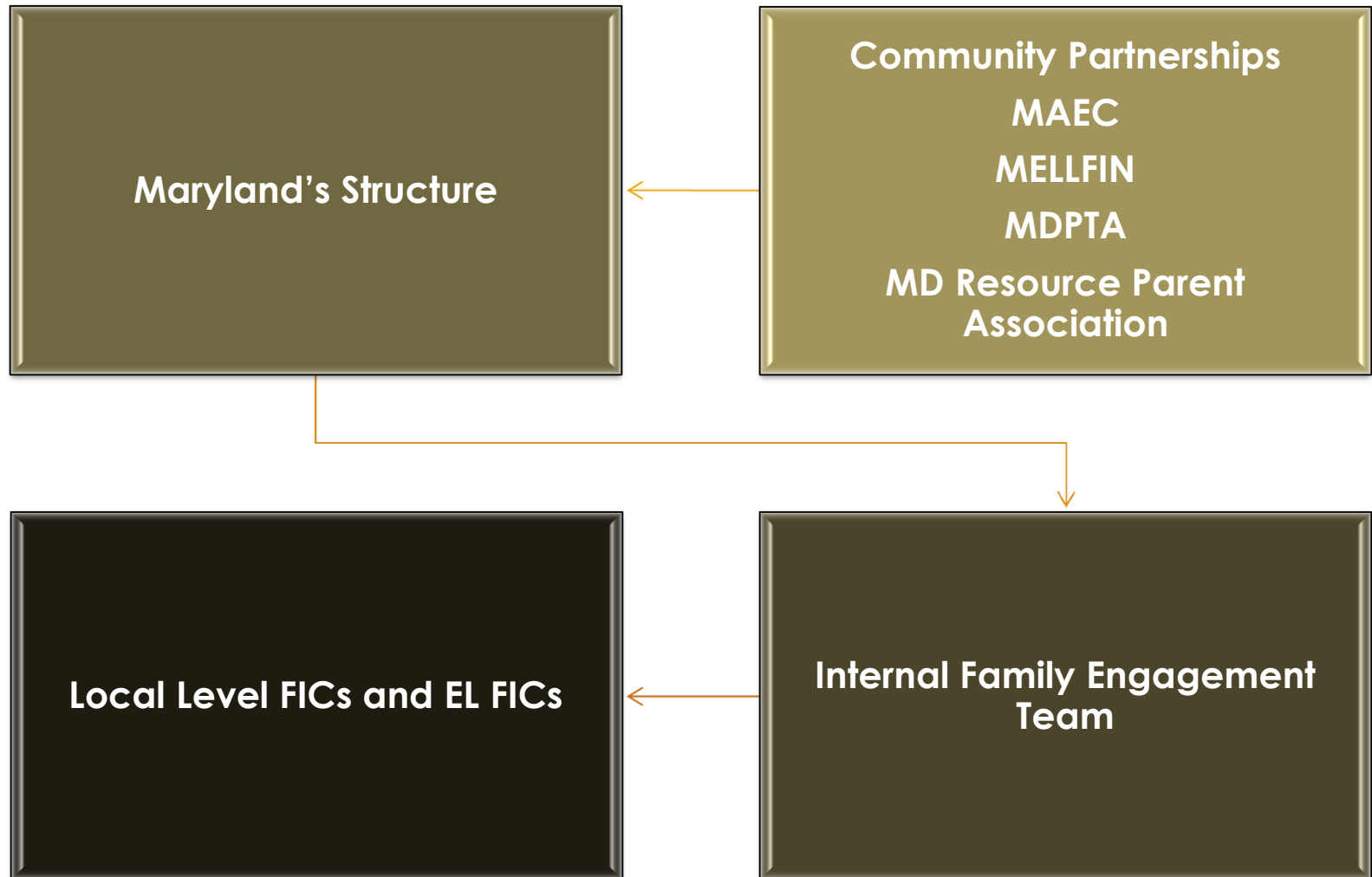


State and District Level Partnerships: Stages of Immigrant Parent Involvement

Young-Chan Han

Family Involvement Specialist, Division of Student, Family, and School Support,
Maryland State Department of Education

State and District Level Partnerships

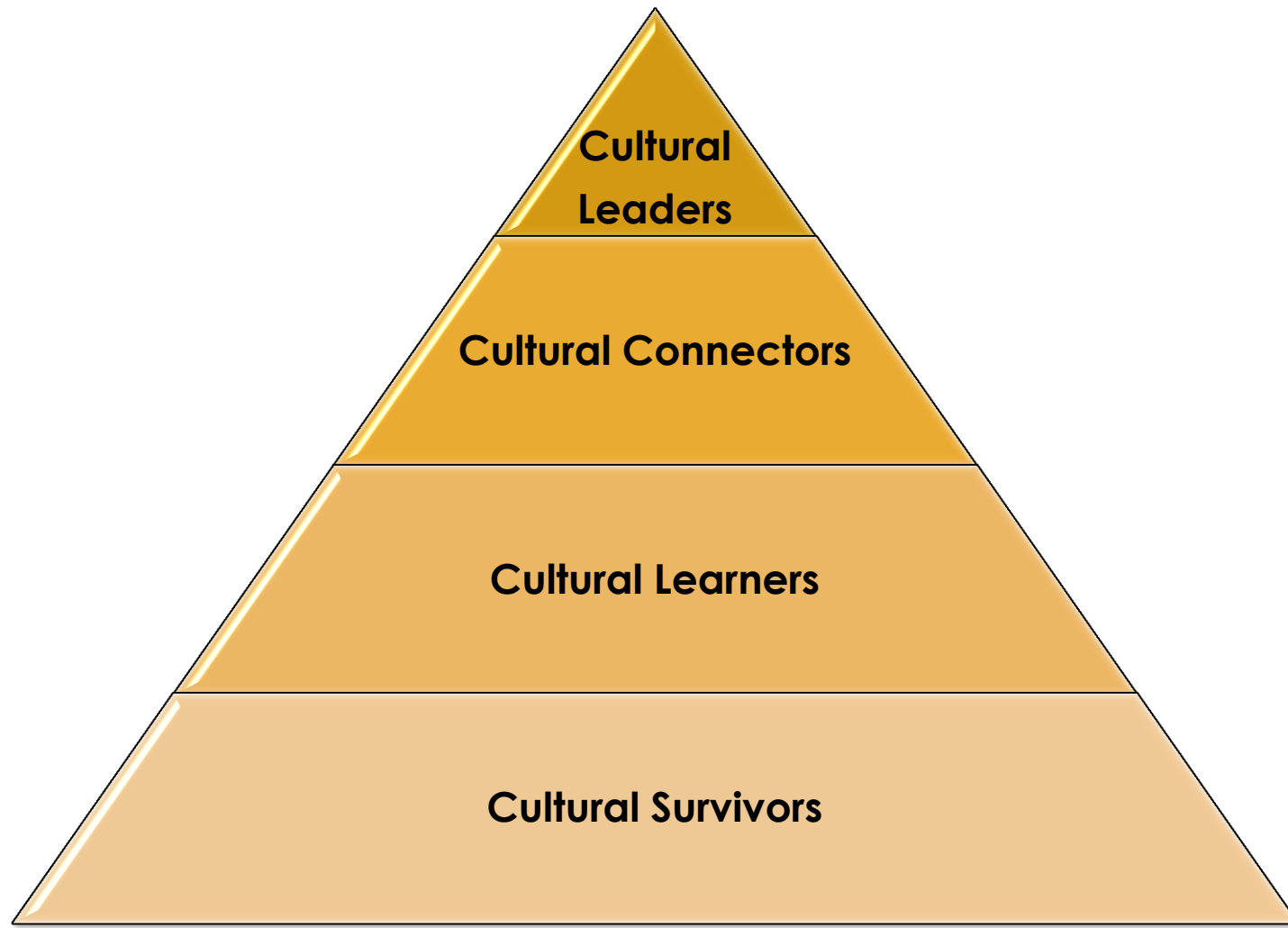


Supporting LEAs

- Provide technical assistance and training
 - effective practices for working with EL and immigrant families.
- Initiate collaborative opportunities within districts to support families of ELs and immigrants.
- Facilitate State level support for district family outreach and events.
- Elevate work of individual districts.
 - State Committees
 - State/National Conferences



Stages of Immigrant Parent Involvement



Han, Y. (2012). "From Survivors to Leaders: Stages of Immigrant Parent Involvement in Schools" Kugler, E. (2012). *Innovative Voices in Education: Engaging Diverse Communities*

Cultural Survivors:

- Focus on basic survival needs
- Often absent from home – work long hours/ multiple jobs
- Face multiple challenges
- Need help with basic school information



Cultural Survivors

Cultural Learners:

- Participate in parent-teacher conferences and parent workshops
- May volunteer at school on limited capacity
- Gain basic understanding of school culture and how to navigate the school system
- Heavily rely on translated documents, foreign language interpreters, and bilingual staff

An orange trapezoid with a black outline and a yellow highlight on the left side, containing the text "Cultural Learners".

Cultural Learners

Cultural Connectors:

- Regularly attend school functions and meetings
- Seek more than basic information
- Find it easier to navigate American schools
- Encourage other parents to become involved in education
- Connect other parents with programs and services/ speak up for cultural survivors and learners needs



Cultural Connectors

Cultural Leaders:

- Actively engage in their child's education
- Possess knowledge and skills to the level of advocacy for students and other parents (LEP, Special Ed, Homeless, Infant, and Toddlers)
- Motivate other parents to action
- Take on leadership roles (decision making)





Key Principles:

- Immigrant families are heterogeneous.
- Years of residency does NOT determine stages.
- Parent involvement stages are fluid.
- Match practices and services with stages.

Reflection

How does this information apply to you in your role of working with immigrant families?

How can you apply this information in the future?



Please submit your response to these questions on the right hand-side panel.

Q and A

Please type your questions in the chat box on the right hand-side panel.

A young girl with dark skin and braided hair, wearing a purple shirt, is looking off to the side. In the background, other children are blurred, and a red apple is visible on a desk in the foreground.

Prince George's County Public Schools: Empowering and Engaging Immigrant Families

Jennifer Love

EL Family Engagement Specialist, Office of Interpreting and Translation/
Office of Diversity, Prince George's County Public Schools, MD

Why leadership training for international parents in PGCPS? What were the needs?

128,937 students in
PGCPS

49,601
international
students

209
schools

25,823
students in
ESOL

164
languages;
152
countries

Diversity of
parental
leadership?



International Parent Leadership Consortium Program Goals

- Prepare parents to be informed advocates for their children and to serve as leaders and connectors for their community of students and families
- Facilitate opportunities for parents to learn about educational structures, programs, and policies at the local, state, and national levels
- Support parents in identifying and cultivating their own leadership style, strengths, and areas of growth
- Empower parents to take an active role in decision-making to support achievement for all students



Planning Process for Program Implementation: International Parent Leadership Program

The Prince George's County Public Schools International Parent Leadership Consortium (IPLC) serves to engage international families through building parent leadership capacity.

The mission of the program is to strengthen the diversity of parental leadership across the county to improve achievement for all students.

- Identify content and leadership development components
- Identify partners (internal and community)
- Logistics (session dates, meeting locations, etc.)

Promoting the Program and Recruiting Parent Participants

Where are your developing leaders?

- *At the school level*– Administrators, ESOL Department Chairs, Community or Parent Outreach Liaisons, former IPLC graduates
- *In the school district community*– online newsletters, teacher and administrator trainings/professional development
- *In the greater community*– community cultural organizations, religious organizations
- IPLC Graduate testimonies at Back to School Nights and other school-based events



Overcoming Challenges and Lessons Learned: Launching a Program for Parent Leaders

- Make it meaningful and manageable!
- Appropriately assess **language access** needs
- Consider scheduling needs of partners
- Anticipate possible changes/anomalies and be FLEXIBLE!

Over 40 IPLC graduates 2012-2017



Leadership Roles of IPLC Graduates: School, District, and Beyond

“We are building parents, so parents can build.”

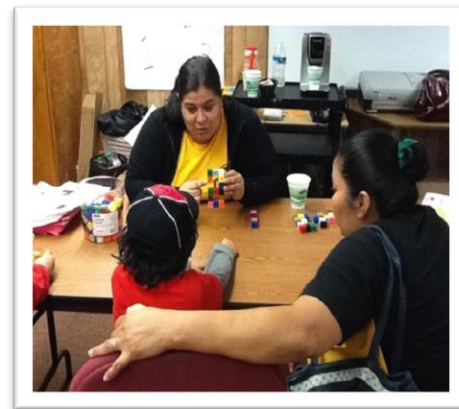
- **School level** – Developing open communication with school principal in leadership project development; PTA leadership; outreach endeavors (leaders and connectors); parent workshops; site enhancements
- **District level** – Textbook Review Committee; Superintendent’s Transition Committee; Title III Annual Measurable Achievement Objectives (AMAO) Planning Team; PGCPS Parent Advisory Committee; PTA Urban Engagement Network
- **State/National level** – NAEP Parent Summit Planning Committee; local television programming for parent engagement; State Superintendent’s Parent Advisory Council

KinderConnect Family Workshops

What precipitates the need?

Kindergarten Readiness Assessment data reveals
(Ready at Five, 2017):

- 25 point achievement gap between ELs and their English proficient peers in areas of Language/Literacy and Mathematics
- Over 2,500 Kindergarten entry students in PGCPs have had no formal education prior to entering Kindergarten
- Research on parental engagement of families from Latino backgrounds– family engagement is conceptualized as home-focused activity (McWayne et al. 2013)



KinderConnect

- Hands-on family workshop with literacy and mathematics stations with preparatory activities and materials for Kindergarten readiness practice at home
- Aligned with Kindergarten readiness measures; developed with input from ESOL Kindergarten teachers
- Family workshop during Kindergarten registration-- over 1,900 EL Kindergarten students and families participated from 2013-2017
- Partner with the Prince George's Memorial Library System
- Program recognized by White House Initiative on Educational Excellence for Hispanics as a **Bright Spot in Hispanic Education**, September 2015



WHITE HOUSE INITIATIVE
on EDUCATIONAL EXCELLENCE for HISPANICS
25 Years of Fulfilling America's Future

International Family Day at Camp Schmidt

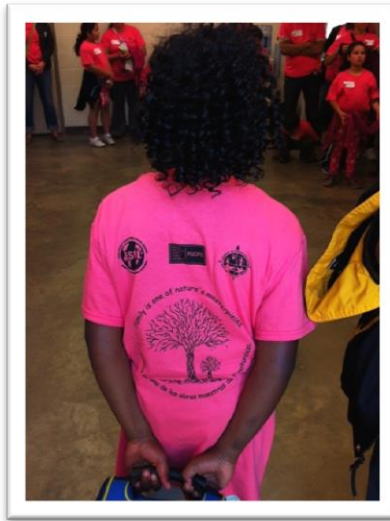
What precipitates the need?

- Elementary schools with less than 50% attendance at the 5th grade overnight environmental literacy program.
- In five years, nearly 1,000 EL students and their families have visited the camp to learn more about the environmental literacy program.



Reflections: International Family Day at Camp Schmidt

Families share reflections on the day and make a commitment for their 5th grader to attend



"I understand so much more now and I didn't really know it before...I am sorry that I didn't let my oldest daughter go, but now her sister will have this opportunity."

- PGCPs parent

Final Thoughts...

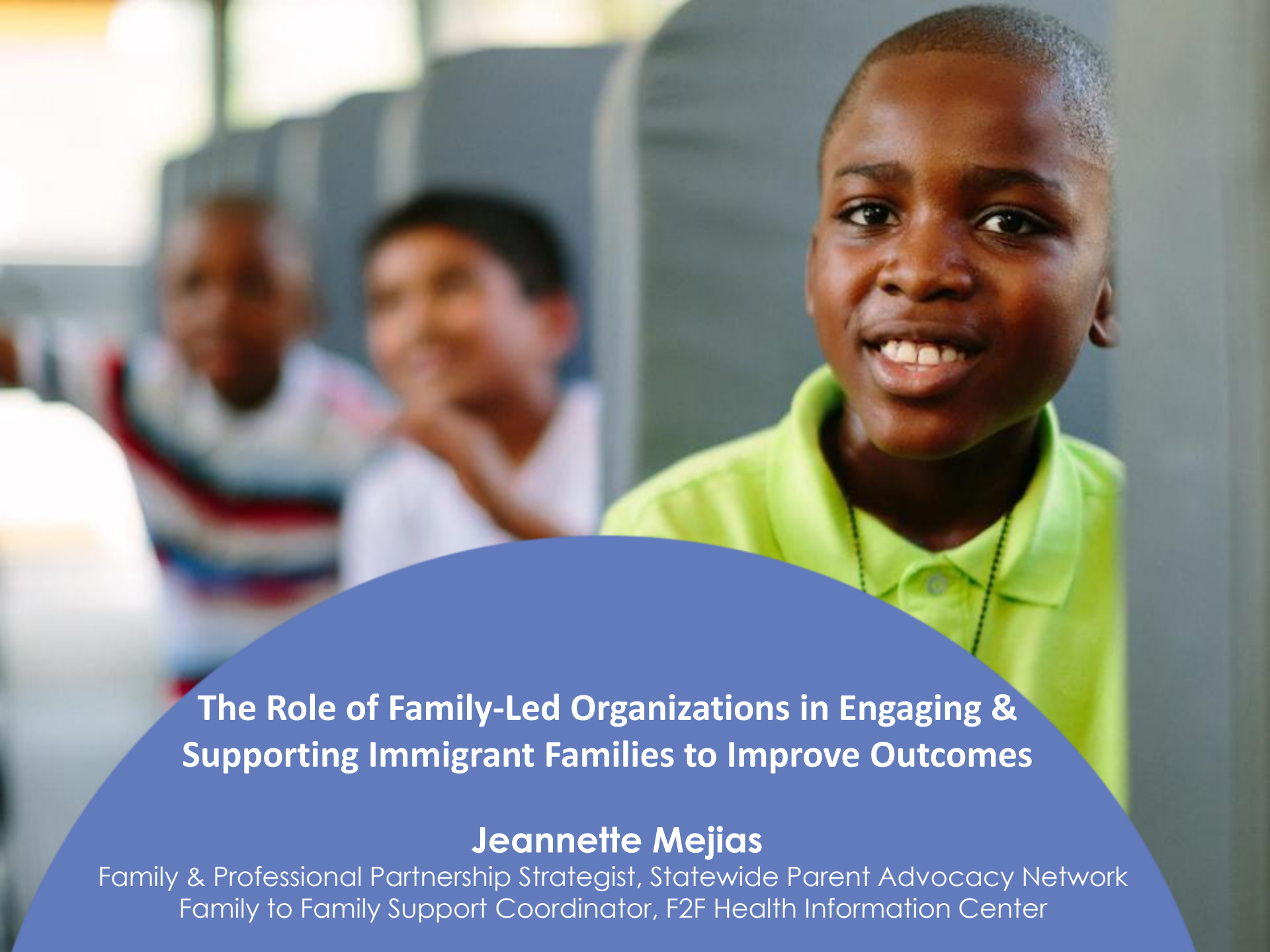
- Be intentional and adjust your home-school family partnership and engagement strategies to the varied needs of immigrant and EL families
- Empower parent leaders to become voices for those who are still finding their voice
- Connect with the community for support and resources
- YOU make the difference!

Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. To be effective, the form of involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills.

(Henderson and Mapp)

Q and A

Please type your questions in the chat box on the right hand-side panel.



The Role of Family-Led Organizations in Engaging & Supporting Immigrant Families to Improve Outcomes

Jeannette Mejias

Family & Professional Partnership Strategist, Statewide Parent Advocacy Network
Family to Family Support Coordinator, F2F Health Information Center

SPAN Mission and Vision



- Our vision is that all families will have the resources and support they need to ensure that their children become fully participating and contributing members of our communities and society.
- Our mission is to empower and support families and involve professionals to partner to enhance the healthy development and education of children and youth.
- Our foremost commitment is to children with the greatest need due to disability; poverty; discrimination based on race, sex, **language, or immigrant status**; involvement in the child welfare or juvenile justice system; geographic location; or family or other special circumstances.
- Ability to share what we and others have learned via national networks of family-led organizations (Center for Parent Information & Resources; National Center for Family Professional Partnerships; National Center for Parent Leadership, Advocacy, & Community Empowerment)

Our Focus

- Engaging diverse families at individual and systems improvement levels at all stages
 - Partnering to support diverse families reflective of changing demographics and disparities
 - Measuring impact and outcomes
 - Engaging in advocacy via coalitions and on groups
- Providing:
 - Parent and professional development and support re: rights of and services to immigrant/EL children
 - Immigrant parent leadership development
 - TA to districts to reduce disproportionate outcomes, improve early literacy



Factors Affecting Family Partnership

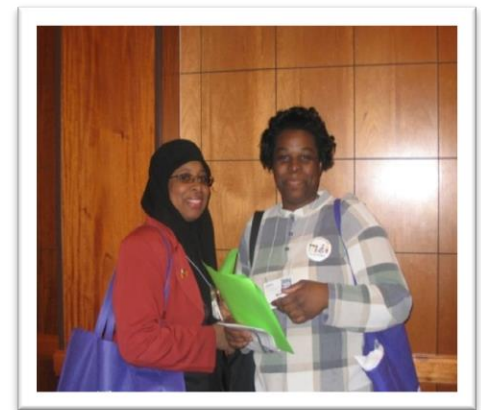
- Immigrant parents' beliefs about what is important, necessary, and permissible for them to do on behalf of their children
- Extent to which immigrant parents believe they can have a positive influence on their children's services and outcomes
- Immigrant parents' perception that professionals want them to be involved – *what YOU do matters!*
- Strongest and most accurate predictors are the specific practices that encourage immigrant parent involvement at all levels and guide their engagement.



How do we get there?

Engaging and partnering with immigrant families requires:

- Vision, leadership, partnership, and investment
- Active listening and cultural reciprocity
- Tangible, emotional, and environmental supports
- Mechanism(s) to track the contributions and outcomes of their engagement – *“You treasure what you measure”*



Underlying Principles

- Strengths-based
- Family-centered
- Building empowerment, not dependence
- Relationship-based
- Solution-focused
- Continuous quality improvement



Promoting Authentic Parent Leadership

- Parent leadership development through peer-to-peer education, support, and empowerment
- Parents can be leaders regardless of their current situation
- Engage immigrant parents as partners in developing your engagement program/approach
- Build leadership, not dependence
- Measure your effectiveness in enhancing family confidence, competence, attitudes, and skills
- Ask families to assess your work



Starting Place

Identify small group of parents from targeted community and community cultural brokers/liaisons

Ask for their help in:

- Understanding cultural, language, religious impacts (both sources of strength and potential barriers)
- Developing strategies to reach, engage, and support immigrant families from their perspectives
- Implementing strategies
- Evaluating progress and planning next steps

Provide them with support



Critical Supports

- Understanding from families “like me”/ who have “been there”
- Start where families are, help them recognize their strengths and identify where they want to go
- Build:
 - Trust
 - Self-confidence
 - Self-efficacy
 - Relationships
 - Support networks
- Focus on empowerment
 - Educate
 - Engage
 - Enhance effectiveness
- Share:
 - Information
 - Parent development
 - Emotional support
 - Connection to resources
 - Advocacy
 - Leadership opportunities
 - Friendship
 - Celebration
- Lead together
 - See every parent as a leader
 - Make space for new leaders

Our Lessons Learned

- Identify partners with legitimacy with immigrant families and targeted communities
- Partner with CBOs and service delivery systems that aren't education-focused
- Ensure that representative staff are involved in the outreach and support effort
- Ask immigrant families what they need and what works for them
- Don't assume or presume
 - *Readiness, capacity, language ability*
- Be flexible and determined in your outreach and engagement
- Conduct ongoing evaluation and debrief learnings to improve outcomes





Immigrant CBO and Parent-led Organizations as Catalysts for Change

- Immigrant and parent-led organizations help systems:
 - Recognize and understand the barriers to participation by families
 - Make changes to address barriers
 - Engage families in all processes
- To make it happen, there must be:
 - Mutual respect for skills and knowledge
 - Mutually agreed upon goals
 - Trust and honesty
 - Clear and open communication
 - Shared planning and decision-making

Cultural Brokers
Cultural Liaisons
Cultural Mediators
Sources of cultural knowledge
Catalysts for change

Barriers



Selected Outcomes

Individual Child Level

- 28% of callers = Hispanic; 28% = Black; 15% spoke no English, additional 10% were LEP
- Immigrant and LEP children receiving bilingual education and other services and avoiding special education, grade retention, dropping out
- Parents successfully advocating to address:
 - Bullying and harassment
 - Inappropriate discipline
 - Academic issues

School/District/System level

- Establishment of local Bilingual (BL) Parent Advisory Councils focused on:
 - Educating immigrant and LEP parents on rights, how schools work, BL education
 - Reviewing data to identify gaps and disparities
 - Making recommendations to change policies and practices
- Immigrant parents prepared to participate in, and supported on, district Title V PACs, Special Ed PACs, etc.

Selected Outcomes – State Level

- State strengthening of bilingual education regulations including maintaining requirement for BL Parent Advisory Councils and State Bilingual Education Advisory Council
- Inclusion of national origin and ancestry as categories requiring data collection and reporting in Harassment, Intimidation and Bullying legislation and regulations
- Continued focus on EL students in ESSA Comprehensive State Plan



Helpful Resources

- National Center for Cultural Competence: <https://nccc.georgetown.edu/>
 - Cultural and Linguistic Competence Self-Assessments
- National Center for Parent Information and Resources: www.parentcenterhub.org
- Equity Assistance Centers! www2.ed.gov/programs/equitycenters/contacts.html
- The Equity Alliance: www.equityallianceatasu.org/about
- IDRA: www.idra.org/resource-center/equity-access-and-excellence-in-education-for-immigrant-students/
- Building Cultural Reciprocity with Families, by Dr. Beth Harry: <http://archive.brookespublishing.com/author-interviews/kalyanpur-72315-interview.htm>

Q and A

Please type your questions in the chat box on the right hand-side panel.

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thank
you!

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Save the Dates!

CENTER FOR EDUCATION EQUITY'S



2017
WEBINAR
SERIES

2:00 – 3:30 PM (EST)

**Socioeconomic Integration from
an Equity Perspective**

Wednesday, August 30

Presenters:

*Peter Cookson, Principal Researcher and Director
American Institutes for Research*

*Richard D. Kahlenberg, Senior Fellow
The Century Foundation*

